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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: correlates of reading achievement in Mexican-American children; Latino communication patterns; the semantic distance and semantic judgment of English monolingual and Spanish/English bilingual students; the effect of Choctaw and non-Choctaw teachers' perceptions of Choctaw students on student reading achievement; the acquisition of grammatical structures by a Mexican-American child learning English; story recall in black and white children; linguistic and cultural characteristics of families of Mexican descent; legendary narratives inherited by children of Mexican-American ancestry; attitudes of native and nonnative speakers toward varieties of American English; the effect of supplementary individualized instruction upon the reading achievement of Mexican-American migrant students; communicative competence among children in a bilingual school environment; and the language proficiency of bidialectals in reading and aural comprehension processes. (GW)

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Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills:

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A SOCIOLINGUISTIC ANALYSIS OF THE RELATIONSHIP OF LANGUAGE DOMINANCE, LEXICAL MEANING AND GRAMMATICAL STRUCTURE IN THE READING AND AURAL COMPREHENSION OF BIDIALECTALS

FIELD DEPENDENCE-INDEPENDENCE AS A CORRELATE OF READING ACHIEVEMENT IN MEXICAN-AMERICAN CHILDREN Order No. 7707273

BUCKLEY, Kevin James, Ph.D. The University of Texas at Austin, 1977. 107pp. Supervisor: Thomas Oakland

Relationships between the cognitive style variable of field dependence-independence and four aspects of reading were examined with multiple regression techniques. Independent variables were correlated with four measures of reading achievement: IQ, acculturation, verbal fluency, sex, social class, degree of bilingualism, receptive language ability and field dependence-independence. In addition, the amount of unique variance contributed by field dependence-independence was determined with respect to predicting reading achievement. The sample consisted of 128 Mexican-American children from the Corpus Christi Independent School District, Corpus Christi, Texas. Two age groups (7–8 and 10–11 years) were sampled and stratified by sex and social class.

The field dependence variable was found to account for significant independent variance in reading comprehension, word recognition, auditory blending and grammatic closure in the 7–8 year old group. No significant results were noted in the older (10–11 year old) group.

General intelligence as measured by the Slosson Intelligence Test, accounted for the largest amount of variance in the prediction of criterion scores. In the younger sample, the Children's Embedded Figures Test (CEFT), the measure of field dependence-independence, correlated .38 with reading comprehension, .37 with word recognition, .38 with grammatic closure and .35 with auditory blending. All these relationships were significant at the $p < .01$ level. In the older sample, the CEFT correlated .35 with reading comprehension ($p < .01$), .22 with word recognition ($p < .05$), .19 with grammatic closure and .12 with auditory blending.

Age differences but not sex differences were noted in field independence.

Most of the variables in both age groups correlate moderately, the exceptions being level of acculturation and bilingual usage.

Field independence is related to socioeconomic status in both age groups but is related to acculturation only in the older group.

Multiple regression analysis revealed that the measure of field dependence shared variance with the intelligence measure to a large degree yet still made a significant contribution to the variance in the criterion scores. The field dependence variable loaded heavily on a verbal/achievement factor in factor analysis, indicating its verbal as well as perceptual components. Degree of bilingualism did not supply significant variance with respect to reading. Limitations of instrumentation are discussed as a possible explanation for this result.

Though field dependence does not yield large amounts of variance on the reading measures and cannot, as some claim it can, be isolated as the cause of large scale underachievement of Mexican-American children in reading, the fact that it is a significant variable subject to modification may warrant its further study.

LATINO COMMUNICATION PATTERNS: AN INVESTIGATION OF MEDIA USE AND ORGANIZATIONAL ACTIVITY AMONG MEXICAN, CUBAN, AND PUERTO RICAN RESIDENTS OF CHICAGO Order No. 7800011

DURAN, Daniel Flores, Ph.D. The University of Wisconsin–Madison, 1977. 526pp. Supervisor: Professor Margaret E. Monroe

Limited knowledge of communication patterns in the Latino population and of the contexts suitable for service to this group has limited the significance of U.S. public libraries' service to Latino needs. This exploratory study gathered data on the communication behavior, resource utilization, and organizational activity of Mexican, Cuban, and Puerto Rican residents of Chicago, Illinois. Two sets of hypotheses were tested to discover relationships between Latino participation in formal voluntary associations and use of informational media resources, and between Latino interpersonal communication and use of primary group resources and information agencies.

A stratified cluster probability sample was used to select 400 Latinos who were interviewed by trained bilingual interviewers using a structured schedule. Data were gathered on demographic characteristics, patterns of language use, extent of reading activity, use of the mass media, friendship networks, culture orientation, organizational activity, and use of formal agencies, including the public library. Descriptive and analytical profiles presenting the communication patterns for each of the three groups were developed and compared, controlling for several demographic factors. The hypotheses were analyzed by the use of indices. Chi-square and simple correlation coefficient procedures were applied to the hypotheses and profile comparisons with a significance level ($p \leq .01$).

The data support the hypothesis that there is a positive and significant association between organizational activity and the two communication patterns of reading activity and public library use; no significant relationship between organizational activity and the use of the mass media was found. In the second set of hypotheses, the data indicate that Latinos would turn more frequently to fellow Latinos than to non-Latinos for help in the three hypothetical problem areas. The corollary hypothesis that Latinos will more frequently identify primary group resources over formal sources of information is not supported by the data.

Two important elements in the profile of Latino communication behavior were found: the predominant use of Spanish language for personal, mass media, and reading activity common to each of the three groups; 50% sample participation in English as a Second Language and other Adult Education programs, with high correlation between such activity and use of the public library. Thirty-five percent of the sample reported organizational memberships, primarily in religious associations and unions. Frequent communication with relatives and friends was reported by each group, and such communication was not significantly reduced by increasing urbanization or geographical distance within Chicago.

Major implications for library service based on this study include: public library contact with the unaffiliated who rely on local resources; development of material collections that represent the local Spanish language orientation of Latino neighborhoods; integration with neighborhood networks of Latino groups and individuals; and necessity for Latino professional library staff who share the cultural background and language skills of the Latino public.

The wealth of data gathered in this study awaits more detailed analysis by library researchers and those of related disciplines. Replications of this study in other Latino areas are also recommended.

A COMPARATIVE ANALYSIS OF THE SEMANTIC DISTANCE AND SEMANTIC JUDGMENT OF ENGLISH MONOLINGUAL AND SPANISH-ENGLISH BILINGUAL STUDENTS

Order No. 7808993

DURGA, Ramanand, Ph.D. Fordham University, 1978. 260pp.
Mentor: Claire Ashby-Davis

Introduction

Biculturalism implies more than bilingualism. It means knowing and being able to operate successfully in two cultures; that is, the students and the teacher must be familiar with two modes of behavior. Language is an excellent source in studying these behaviors since it has its referent in the culture it represents. It is governed by the beliefs, values, and customs of a particular culture. It further reflects or gives clues to the thoughts and feelings of the people representative of that culture.

The same word in one language will often not produce the same reaction when translated into another. In some cases it cannot be translated into another language because of the absence of a corresponding concept. Students who are brought into contact with a second language would tend to interpret the second language with a frame of reference in their own culture. Such intrusion of one linguistic system upon another is commonly known as linguistic interference (Dalrymple-Alford, 1968; and Kintsch and Kintsch, 1969).

Statement of the Problem

It was the purpose of this study to analyze the commonalities and differences in the perception of meaning, on specific lexical items, by English monolingual and Spanish-English bilingual students, and to investigate if the differences contribute to interlingual interference. This objective was achieved by employing the network model of the semantic memory to analyze the semantic distance and the semantic judgment of the monolingual and bilingual students.

Method

The subjects consisted of 10 English monolingual students (5 male and 5 female) randomly selected from the accessible population. Each monolingual student was matched to two Spanish-English bilingual students (one apparent bilingual and one Spanish-dominant bilingual) on selected variables.

The investigator developed and validated the Test of Semantic Distance and the Test of Semantic Judgment in order to measure treatment effect. There were also two alternate forms of the Test of Semantic Distance in which test items appeared randomly either in English or Spanish. The Spanish version of both tests was administered to the Spanish-dominant bilingual subjects while the English version was given to the English monolingual subjects. The alternate forms of the Test of Semantic Distance were administered to the apparent bilingual students. These students also had a choice of one of the two language versions of the Test of Semantic Judgment. The analysis of variance and the t-test were used to analyze students' responses.

Results

The findings of this study indicated that linguistic information was stored in a hierarchical structure in the semantic memory for both ethnic groups under consideration. However, the hierarchically structured verbal information in English was not the same as that in Spanish. The apparent bilingual subjects who were operating in two languages seemed to have developed more than one linguistic structure in the semantic memory. Besides, there was significant difference between subjects operating in a monolingual context and those operating in a bilingual context ($t = 3.28$, $p < .01$; $t = 2.90$, $p < .01$). Different hierarchical structures between the two languages appeared to be the source of interlingual interference since one language system intruded upon the other during the processing of verbal information. Even though the intrusion of one language system upon the other delayed the processing of verbal information, the different linguistic structures of the apparent bilingual subjects indicated a richer semantic store.

The hierarchical structure of linguistic information in the semantic memory was undoubtedly influenced by the linguistic environment and this factor caused variations across cultures. The variation of linguistic information across cultures was identified as a crucial one in interlingual interference. The results further suggested that such interference may be occurring at the retrieval stage of verbal information from the semantic memory.

THE RELATIONSHIP BETWEEN CHOCTAW TEACHERS' AND NON-CHOCTAW TEACHERS' PERCEPTIONS OF CHOCTAW FIRST-GRADERS AND STUDENT ACHIEVEMENT IN READING

Order No. 7807577

ENOCHS, John Romily, III, Ed.D. Mississippi State University, 1977. 62pp. Director: Dr. John P. Wollenberg

The major purpose of the study was to identify the perceptions of Choctaw teachers of Choctaw students and non-Choctaw teachers of Choctaw students and to determine the effect of these perceptions upon the reading achievement of Choctaw first-grade students.

The population for the study consisted of 72 Choctaw first-grade students enrolled in federal elementary schools in North Central Mississippi. Subjects were selected to participate in the study on the basis of race.

The four teachers selected to participate in the study held valid Mississippi state certificates with endorsements in elementary education. Two teachers were non-Indian, and two teachers were Indian. The teachers were females who expressed a willingness to work within the study.

A pre-test and post-test design was used in the study. The pre-tests, the Metropolitan Readiness Test (Level II, Form P, 1974 edition) and the Adjective Check List (1964) developed by the National Opinion Research Center were used to control initial reading readiness of the Choctaw first-grade students, and to determine teacher perception. The pre-tests were administered to all participants during September of the 1976-77 school year.

For a period of 25 weeks, the Choctaw first-grade students were taught using the same programs of instruction.

After 25 weeks of instruction, students were administered the post-test of achievement. The reading subtests of the Metropolitan Achievement Test (Primary I Level, Form F, 1970 edition) were used as the post-test.

The least-squares analysis of variance was utilized to determine if differences were significant when the Indian and non-Indian teacher perceptions of the students differed. A difference was considered significant at the .05 level.

Analysis of the difference between the means of Indian and non-Indian teacher perceptions showed that a significant difference existed between the perceptions of the two groups.

A least-squares analysis of covariance statistical procedure was utilized to determine if differences were significant in reading achievement of the students taught by Indian and non-Indian teachers. A difference was considered significant at the .05 level.

Analysis of the difference between the means of students taught by Indian and non-Indian teachers showed that no significant difference existed between the reading achievement of the two groups.

A multiple regression analysis was utilized to obtain the significance of correlation between teacher perceptions of Choctaw first-grade students and reading achievement of the students.

Analysis of the correlation between teacher perceptions and reading achievement showed that a positive correlation existed.

THE ACQUISITION OF GRAMMATICAL STRUCTURES BY A MEXICAN-AMERICAN CHILD LEARNING ENGLISH
Order No. 7731395

HERNÁNDEZ-CHÁVEZ, Eduardo, Ph.D. University of California, Berkeley, 1977. 280pp.

The study of sequential childhood bilingualism provides a unique perspective on the acquisition of syntactic structures and semantic relations. In the acquisition of a first language, this learning is intimately bound up with the child's conceptual development in general and is often confused with it. The incipient L2 learner, on the other hand, has already well-developed cognitive abilities. The child language investigator can thus be reasonably certain that new learning represents more strictly linguistic processes and can draw inferences about the child's language learning facility that are otherwise not possible.

This study investigates the syntactic development of a three-year-old Mexican American child in the earliest stages of his learning of English. The data used for the analysis were collected in bi-weekly tape recordings taken at the day care center where the child was learning English in a naturalistic setting.

One of the principal concerns was to gain a greater understanding of the possible relationships between the syntactic and semantic structures of the child's first language and the process of learning the second. Previous research suggests that the syntax of a second language is acquired essentially independently of that of the first language. The L1 semantics, on the other hand, have generally been thought to be fully available to the sequential L2 learner. The results of this investigation point strongly to the conclusion that not only are the L2 syntactic structures learned independently from those of L1, the highly developed knowledge of basic semantic relations that the child already possesses for his first language is not transferred in the process of learning the second.

The evidence for this is of several sorts. First, the most basic grammatical functions develop gradually and systematically over a period of several months. The earliest learning involves such fundamental relations as Question, Statement, Subject, Verb, and Object. Moreover, syntactic categories develop independently within each of these major sentential functions. E.g., Subject NP's have systematically different components from Object NP's which, in turn, are different from Equational Predicate NP's, etc. Syntactic and semantic constraints, then, are characterized as the residue of the explicitly learned privileges of occurrence.

Secondly, it is demonstrated that the semantic relations which are gradually acquired in English over a period of many months already exist for the child in Spanish at the very beginning of his introduction to English. Furthermore, the child expresses many advanced grammatical functions in Spanish, such as Imperfective Past, which are never attempted in English throughout the sixteen months of the study. This is taken to be strong evidence that the grammatical relations of L2 are being learned autonomously from those of L1.

Additional evidence for this position derives from certain learning strategies employed by the child. Four disparate kinds of non-spontaneous production serve to establish the semantic and syntactic possibilities of English sentences. Data are presented which show that the use of structures in holophrases, direct imitations, quasi-spontaneous utterances (partially-imitated, partially-spontaneous forms), and code alternations precede their use in fully productive forms and that those "non-productive" utterances all function to test the grammatical privileges of occurrence of structures which are in the process of being learned.

We conclude that the underlying semantic relations of a learner's two languages are not identical and that they are maintained separate in the learning process. The learning of the semantic and syntactic structures of a second language in many important ways resembles the processes by which the first language is learned.

STORY RECALL IN BLACK AND WHITE CHILDREN: EFFECTS OF ETHNIC GROUP MEMBERSHIP, DIALECT AND EDUCATIONAL CONTEXT
Order No. 7809003

HINES, Laura Mann, Ph.D. Fordham University, 1978. 140pp. Mentor: Sylvia Rosenfield

This study investigated the effects of ethnic group membership, age, sex and educational context on unstructured and probed recall information when stories were told in either Black English Vernacular (BEV) or Standard English (SE). One hundred twenty-eight children divided by race, sex, and age (kindergarten or fifth grade) were the subjects for the study. There were three educational contexts: one all Black school, one all White school and one integrated school. Thirty-two boys and girls attended the Black school, 32 attended the White school and the remaining 64, equally divided between Black and White boys and girls attended the integrated school. Subgroups of 16 within each racial group, divided equally on the basis of sex, were randomly chosen from kindergarten and fifth grade classes in the three schools. All of the subjects were tested individually. Each child listened to pre-taped versions of two stories, one in standard English and one in Black English Vernacular. The stories were presented in a random order according to experimental conditions such that the order of presentation was counterbalanced. At the completion of the child's spontaneous recall of the stories, several questions designed to probe recall were presented (on tape) in the same dialect as the stories.

Under spontaneous conditions, it was found that Black children attending kindergarten and fifth grade segregated classes used more BEV than White children. That is, Black children produced more BEV grammatical forms in their utterances. These results obtained both when the stories were told in BEV and SE. Turning from the dialect in operation variable to the recall of information, an analysis of the data revealed a significant difference between Black and White fifth grade girls attending segregated classes. The Black girls scored higher.

Developmentally, when dialect in operation was observed, it was found that the Black fifth grade subjects produced more BEV grammatical forms in their utterances than Black kindergarten classes when materials were presented in BEV. In the recall of information, all of the fifth grade subjects performed better than the kindergarten subjects.

The analyses of the data in terms of sex differences were computed for segregated and non-segregated schools, for Black and White and for kindergarten and fifth grades separately. On the basis of these computations, there were no significant differences between boys and girls.

Generally under probe conditions dialect effects both in operation and in recall of information disappeared. Developmental differences, however, continued to be significant. Differences between boys and girls computed as for the spontaneous conditions were not significant.

On the basis of the analysis of the data from this study, there are some indications that Black children would perform better if materials were presented in BEV. It was recommended that additional studies of a less formal nature and using larger populations be conducted to further substantiate the findings of this investigation.

MEXICAN-AMERICAN CULTURAL AND LANGUAGE CHARACTERISTICS OF MEXICAN-DESCENT CHILDREN LIVING IN BOULDER COUNTY Order No. 7808920

MENA, Charles, Ph.D. University of Colorado at Boulder, 1977. 247pp. Director: Professor Y. Arturo Cabrera

The basic purpose of the study was to identify the linguistic and cultural characteristics of a random sample of thirty Mexican-descent families whose children were enrolled in the Boulder Valley School District Bilingual-Bicultural Program during the 1976-1977 school year.

The basic sources were: (1) life-style and language-profile questionnaires filled out by both parents of each family in the study sample, (2) related literature on educational programs and on the culture of the Mexican-descent population of the Southwest.

The results indicated that a great variation existed between and within families in a number of cultural and linguistic characteristics. The data also revealed a number of common cultural characteristics between and within families. These variations and similarities ranged from adherence to departure from some of the traditional folk-culture characteristics. None of the families exhibited complete departure from or complete adherence to all of the traditional folk-culture norms.

Because of the diversity in family characteristics which exists in the sample population, it is not possible to conclude any sweeping generalizations regarding the culture of these families.

Major findings of the study include: (1) the extended family as a living unit does not exist; (2) the acceptance and use of ethnic labels varied considerably; (3) on the basis of responses, it appears that the compadrazgo system is valued; (4) equality between husband and wife is the norm; (5) equal freedom is given sons and daughters; (6) a majority of the families were Catholics; (7) the average number of children per family is less than the average cited in many ethnic oriented studies and reports; and (8) there is agreement in the importance of both parents assuming equal responsibility in child rearing.

The results of this study and review of pertinent research suggest that the rural folk-culture cannot be a valid description of the Mexican-descent family of the Southwest. Although some of these descriptions may have application, in varying degrees, to some of these families, contemporary Mexican-descent family structure and behavior varies so greatly that sweeping generalizations cannot and should not be made.

Any attempt to identify cultural characteristics, of a specific population, by educational personnel needs to consider factors which have influenced these variations as they relate to specific populations.

Educators must understand the child's home, family, and community for optimal educational opportunities.

LEGENDARY NARRATIVES INHERITED BY CHILDREN OF MEXICAN-AMERICAN ANCESTRY: CULTURAL PLURALISM AND THE PERSISTENCE OF TRADITION Order No. 7805579

RUSSELL, Louise, Ph.D. Indiana University, 1977. 633pp.

Based on a field collection conducted among Chicano juveniles (12 to 14 years old) in Greeley, Colorado, the study focuses on the continuance of legendary narratives and folk beliefs as the language of transmission yields to that of the majority culture. A secondary focus is that of the developing narrator. The function of legend telling in the juvenile subculture is recognized and the multiple effect of that function among juveniles who are undergoing both a personal and an ethnic identity crisis.

Chapter I, The Community, describes the Chicano community, its historical influences, its social structure and areas of residence, and some of the evidences or lack thereof of the material culture. The description of the town of Greeley which opens this chapter, its geographical setting, its history and development, its extremely splintered religious community, and its occupational patterns provides the backdrop against which these young people play out their dual roles of ethnic minority group members and third generation Americans.

Chapter II, Collecting and the Narrators, describes the collecting situation and discusses the collecting atmosphere, the participating groups and the individual narrators. An overview providing information on language dominance and family residential and employment patterns concludes the chapter.

Chapter III, Religious Influences, contains information based on interviews with leaders from three branches of the institutional religious groups affecting the Mexican-American community -- director of Catholic Community Services, pastor of Trinity Spanish Assembly, and pastor of the Spanish Baptist Church. In the section on folk religion, there is a description of a visit to a curandera and discussion of the prevalence of home practitioners. The belief in witchcraft also figures in this chapter.

Chapter IV, Narration and Context, deals with the attitudes of the informants, both toward the collecting process and toward the texts. The developing style of certain of the narrators is dealt with as well as the interaction and sharing of narratives and the role of the listeners in correction and selection of material.

Chapter V, The Narratives, discusses some of the functional aspects of these narratives. They have been dealt with insofar as possible according to type, i.e., llorona narratives, devil and witch narratives, but some of the types overlap as do most of the functions of these types.

Chapter VI, The Language and the Tradition, discusses in more detail the extent of language maintenance of individual informants, their ethnicity in terms of traditional and non-traditional aspects of their family lives and draws some conclusions about the persistence of these narratives and beliefs in spite of lack of language maintenance and Anglo intrusions on the life style of even the most traditional of the families represented in this study.

ATTITUDES OF NATIVE AND NONNATIVE SPEAKERS TOWARD VARIETIES OF AMERICAN ENGLISH

Order No. 7806839

SWACKER, Marjorie Elizabeth, Ph.D. Texas A&M University, 1977. 228pp. Chairman: Dr. Garland H. Cannon

Research into attitudes about American English (AE) held by native and nonnative English (EFL) speakers depends on a number of related disciplines: dialectology, sociolinguistics, and EFL pedagogy (TEFL). Because linguists know that no speech variety is inherently superior or inferior, AE regional dialect research has not concerned itself with attitudinal data. This in no way implies that dialectal research has been unproductive; the contrary is emphatically the case. Sociolinguistics, one of the prime interests of which is language attitudes, has turned its attention to the EFL speaker but not to AE regional speech varieties, preferring to concentrate on social and ethnic varieties. TEFL research has produced a number of valuable attitudinal studies; however, none has considered the role of regional variation. This study combines dialect research, attitude study, and TEFL.

The EFL student faces the dilemma of trying to develop a near-native speaking ability, while being sure to acquire only those native forms which will work to his advantage. The research indicates that the EFL speaker who uses low-prestige forms is judged much more severely than his native-speaking counterpart with the same forms. Therefore, it is important to discover if the EFL speaker recognizes varieties in the target language and if he applies the same value judgments about the varieties as the native speaker does.

This study uses both taped speech samples and questionnaires to discover if an AE group makes the same value judgments as a group of EFL speakers. A pilot group of AE speakers from the six regions represented by the taped voices tested the representativeness of a larger control group of AE speakers from one geographical area. The experimental group of EFL speakers contained speakers of several languages.

The results of the study show that, for the samples tested, the value judgments about the personality of the speakers were similar for the control and experimental groups. The AE subjects singled out words and phrases with regional markers in them; the responses of the EFL group were random. The answers to the questionnaires suggest that both groups have clearly defined notions about dialect superiority, although the two groups rank regions disparately. Both groups also made suggestions about register levels that would be unsuitable for the EFL speaker to command.

THE EFFECT OF SUPPLEMENTARY INDIVIDUALIZED INSTRUCTION UPON THE READING ACHIEVEMENT OF MEXICAN-AMERICAN MIGRANT STUDENTS

Order No. 7804832

VISOSKY, John Michael, Ph.D. The University of Michigan, 1977. 118pp. Chairman: Lowell W. Beach

This study is concerned with determining whether individualized supplementary instruction in reading will have a significant effect upon the reading achievement of Mexican-American migrant students. The migrant child enters school without the kinds of experiences which develop readiness for school. Because of his mobile existence, his academic achievement and reading skills are below that of his non-migratory peers.

The Mexican-American migratory child comes from an economically deprived family whose dominant language is Spanish. His parents often do not stress education or intellectual effort. It becomes imperative that appropriate educational programming be provided to meet the needs of migrant students.

Mexican-American migrant students in grades one through five were given a pretest with a standardized testing instrument. Students in each grade level were matched on the basis of test scores and randomly assigned to experimental and control groups. Both groups were given identical instructional programs in the regular classroom. The experimental group, however, was given supplementary reading instruction daily by a teacher other than the classroom teacher in a setting apart from the regular classroom.

Supplementary instruction in reading was provided to small groups of students with usually no more than five in a group. Students had access to a large number of print and audio-visual materials. Each student had an individual educational prescription, as determined by the classroom and supplementary teacher, to remediate skill deficiencies.

All teachers providing the supplementary instruction had received a master's degree in reading. They were hired with federal funds for the specific purpose of providing supplementary reading instruction.

At the conclusion of the school year a comparison of post-test scores of the experimental and control groups revealed that at each grade level tested, a significant statistical difference was obtained by the experimental group at the .05 level of significance using the student's t distribution.

A teacher questionnaire provided information relative to strategies used by the supplementary teachers during the supplementary reading sessions. Based upon the consistent responses of the teachers it appears that there may be a relationship between the reading achievement of migrant students in the experimental groups and the following: the opportunity for migrant students to have supplementary reading instruction; the opportunity for small group and individualized instruction; the opportunity for coordination between the supplementary reading teacher and the classroom teacher in prescribing for students' needs; and the opportunity to promote student motivation through a success oriented program in a tension-free setting.

An analysis of teacher responses does not indicate that any change in strategy or methodology is warranted in the continuation of this study.

Statistical test data from this study indicate that when Mexican-American migrant students were exposed to supplementary reading instruction that they made significant achievement gains when compared to those in a control group. However, no one method, process, or strategy can be singled out as having the most positive effect upon the reading achievement of students.

COMMUNICATIVE COMPETENCE AMONG CHILDREN IN A BILINGUAL SCHOOL ENVIRONMENT (K–3)

Order No. 7807405

WEININGER, Jane Carpenter Grant, Ph.D. The University of Texas at Austin, 1977. 240pp. Supervisor: Aaron Bar-Adon

This study was undertaken to describe the communicative competence of children in a bilingual environment in kindergarten through third grade in the Spanish-English bilingual classes of the Austin Independent School District. The participant/observer method of data collecting was employed, in which I attempted to remain as inconspicuous as possible. I used a hidden tape recorder to better record situations of natural interaction among children. Although exchanges between adults and the children were on occasion cited, most of the material came from child-to-child communications.

The realization which became strikingly apparent is that most of the interaction occurring on the playground deals with the social uses of aggression. In the lower grades, and among younger children in general, aggression is often physical. As the children become more sophisticated, the aggression becomes verbal. In all cases the objective is the same--the creation and maintenance of a social order in the peer group.

At the same time the children are refining their language capabilities. Syntactic deviations were found to follow the expected sequences of development and type. The fact that they are exposed to and learning more than one language does not appear to have affected the types of deviations and miscommunications.

By the time these children enter kindergarten they are well aware of the psychological and social customs of their culture, that is, the child culture. A knowledge of children's lore, the games, rhymes, riddles, etc., of their age was observed to foster increased interaction. Aggression is a constant, and verbal power-plays are inextricably intertwined in the functioning of children's lore.

The examples of children's lore indicate that it is used in two manners. First, it is a traditional tool for creating and maintaining hierarchies among the children. Certain forms, e.g., taunt rhythms and dominance displays, elicit predictable responses. Second, lore provides a frame in which submissive children can open and continue interaction with domineering children. They interact in a frame which cuts across peer group rankings, offering a wider spectrum of experiences to both participants.

If items of children's lore were introduced in the curricula of bilingual programs, children with differing language dominances could have license to mingle with children with whom they might otherwise not have the opportunity to interact. These findings have positive implications not only for bilingual programs but also for understanding general interaction on the playground.

A SOCIOLINGUISTIC ANALYSIS OF THE RELATIONSHIP OF LANGUAGE DOMINANCE, LEXICAL MEANING AND GRAMMATICAL STRUCTURE IN THE READING AND AURAL COMPREHENSION OF BIDIALECTALS

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WOODARD, Ann Charlotte, Ph.D. Stanford University, 1978. 286pp.

A study of the relationship of the language proficiency of bidialectals in the reading and aural comprehension process was conducted among bidialectals in the San Francisco Unified School District. The purpose of the study was to determine the relative effect of varying degrees of bidialectal language proficiency, lexical meaning and graminatical structure on reading and aural comprehension.

The main independent variables in the study were standard English vocabulary and grammar scores, Black English vocabulary and grammar scores, and bidialectal proficiency. The dependent variables were reading and aural comprehension scores. Some secondary independent control variables were sex and age (grade level). These variables were used to establish the comparability of the bidialectal groups.

The principal hypotheses which were tested were that there would be no significant difference between the relative relationship of vocabulary and grammar in predicting the reading performance of bidialectals. If differences occurred, it was expected that vocabulary would be the higher predictor of reading comprehension within each dominance group as well as for the entire sample. The second principal hypothesis to be tested was that there would be no significant difference between the performance of bidialectals on comprehension measures in each group's language dominance. If differences occurred it was expected that each group would score higher on the measures of comprehension in the language of its dominance than any other group would score on those measures.

The sample consisted of 226 subjects. In general the students represented lower working class and middle class families. The subjects included 134 blacks, 56 whites, 13 Chinese, and a few members of other ethnic groups. Of the total sample 116 or 51 percent were seventh graders. There were 110 ninth graders (48.7 percent). The participants ranged in age from 11 through 15 years. The mean age was 13 years. Eight instruments were developed for the study: 1. The Questionnaire. 2. The Standard English Vocabulary Test. 3. The Black Vernacular English Vocabulary Test. 4. The Standard English/Nonstandard Black English Grammatical Discrimination Test. 5. The Standard English Reading Test. 6. The Black English Reading Test. 7. The Standard English Listening Test. 8. The Black English Listening Test.

The results of the study showed that vocabulary scores are better predictors of reading and listening comprehension than scores in grammar for the entire sample and within each bidialectal group.

In general bidialectal groups performed better than other groups on comprehension and reading tests in the variety in which they are dominant. Although this trend was not true for the comprehension and reading performance of the Black English dominant group on the total tests, the trend was observed for this group on subtest language measures.

The performance of the Black English dominant group on the Standard English Reading Vocabulary Comprehension subtest was significantly lower than the performance of the standard English dominant group. Similarly, the performance of the standard English dominant group on the Black English Reading Vocabulary Comprehension subtest was significantly lower than that for the Black English dominant group.

The vocabulary problems connected with Black English were analyzed into those related to homonyms, homophones, specified Black English lexemes and polysemes. It was determined that the percentage of correct responses on items containing Black English homophones was greater for Black English dominants than for standard English dominants. Also, the reverse was true in the case of standard English homophones. In the case of homonyms and lexemes, a greater percentage of these items were scored correctly by participants within each dominance group of the language measures.

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